

11-14-1996

Proposal for a Graduate Degree in Social Work

The College at Brockport, College Senate

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Resolution # 03

1996-97

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on: 1996/11/11

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)
For your information

RECEIVED
SUNY BROCKPORT

NOV 15 1996

PRESIDENT'S
OFFICE

SUBJ: Proposal for a Graduate Degree in Social Work

Signed: Anne H. Parsons Date Sent: 11/14/96
(Faculty Senate President)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date: Full 12/1/97
b. Deferred for discussion with the Faculty Senate on / /
c. Unacceptable for the reasons contained in the attached explanation

II, III.

a. Received and acknowledged

b. Comment: _____

DISTRIBUTION: Full Resolution available through
Faculty Senate

Distribution Date: 11/18/96 Signed: [Signature]
(President of the College)

Resolution Disk: 03-9697 RES: 1996/11/13:ayk

SUNY BROCKPORT / NAZARETH COLLEGE

PROPOSAL FOR A GRADUATE DEGREE IN SOCIAL WORK

**REPORT PREPARED FOR SUNY BROCKPORT FACULTY SENATE
October 17, 1996**

Proposal for a Collaborative Graduate Social Work Program

SUNY Brockport and Nazareth College of Rochester

I INTRODUCTION

The employment market for professionally trained Social Workers continues to expand nationally. In a recent edition of U.S. News and World Report, Social Work was identified as one of the top twenty employment choices of the future. Rochester is in a unique position to provide graduate education and training in this rapidly growing field. Five local universities and colleges currently have accredited undergraduate Social Work programs with an enrollment of between 300 and 350 students. In addition, Rochester, Monroe County, and the surrounding communities have a strong tradition of responding to human need. This area has long been recognized as having an extensive network of health and human service providers and community organizations. Many of these service programs and organizations have received state and national recognition for innovation and provision of high quality service.

Abundant anecdotal information and basic data appear to justify this MSW program: (1) There is a high density of service entities, such as numerous secondary and tertiary care hospitals in the region. Many of the positions in these service entities require master's level training but have not been prepared beyond the baccalaureate level. (2) The area's five baccalaureate social work programs produce large numbers of BSW graduates who wish to pursue a master's degree as part of their professional development but find graduate education options limited. MSW programs have historically offered advanced standing opportunities for BSW graduates from social work programs accredited by the Council on Social Work Education (CSWE) with a GPA of 3.0 or above. This advanced standing program normally can be completed in a 12 month period as opposed to the 21 months necessary to complete a traditional program. Roberts Wesleyan College began a program in 1995. No other full program exists in Rochester. Neither the Buffalo nor Syracuse Social Work Programs which offer extension courses in Rochester provide for the large number of BSW graduates who qualify for advanced standing because they offer only first year courses and some electives. Graduates of baccalaureate social work programs must spend considerably more time and money commuting to one of these schools in order to complete the MSW degree. (3) Students with other undergraduate degrees currently employed in human service positions who wish to pursue the MSW degree eventually have to complete the second year of graduate study at Buffalo or Syracuse.

Approximately four years ago the Presidents of the Rochester Area Colleges proposed that a collaborative MSW program be explored. Four local institutions made the commitment to move forward with development activities: Nazareth College of Rochester, Roberts Wesleyan College, SUNY College at Brockport, and the University of Rochester. The Presidents of these four institutions appointed representatives to serve on a planning committee. The committee met regularly over the next two years, including a meeting with representatives from the Council on Social Work Education (CSWE) and the New York State Education Department (SED). Subsequently, Roberts Wesleyan College, which had begun the process of developing an MSW program prior to the initiation of the consortium effort, decided to separate from the Consortium and pursue the development of an MSW program in conjunction with other colleges of the Christian Alliance. More

recently, University of Rochester withdrew from the effort, apparently due to a declining emphasis on graduate education at the university.

II FEASIBILITY STUDY

A formal survey was employed in 1994 to determine student interest and agency support for a graduate program. Approximately (1000) enrolled students and recent graduates (social work, psychology, and sociology majors) of five area colleges and universities responded to the survey. Fifty (50) community agencies/organizations also responded to a separate survey.

Student Survey Results

Sixty-five percent (65%) of the student respondents had plans to enroll in a graduate program and forty-nine percent (49%) of those respondents had plans to enroll in an MSW program. Sixteen percent (16%) of them were considering enrolling in a program offering a degree closely related to Social Work.

Of the thirty-five percent (35%) of the remaining respondents, twenty-two percent (22%) were either currently enrolled in a graduate program or had received a graduate degree.

Seventy-eight percent (78%) of the respondents who had plans on enrolling in an MSW program indicated they were very interested or somewhat interested in seeking admission to the new program.

Eighty-one percent (81%) of those considering an advanced degree in Social Work indicated they would be very likely or likely to attend a Rochester based MSW school.

Agency Survey Results

Ninety-two percent (92%) of agencies indicated there is a need for the MSW program in Rochester. Nearly all referenced the financial, employment, and family hardships to students created by having to commute to Buffalo or Syracuse to attend a graduate program. Ninety-two percent (92%) of all agencies surveyed were willing to provide MSW internship supervision for graduate students. Eighty-four percent (84%) indicated they would be very likely to hire graduates from the program.

From the survey of 50 agencies, it was found that a total of 4,176 Social Work and Social Work related positions existed within these agencies. The data specifically related to employment of master's level practitioners indicate: there are 612 positions held by MSW's; 232 existing Master's level positions were to be filled within the next 3-5 years; and agencies expected to add 99 new MSW positions in the next 3-5 years.

The need for an MSW degree program has been well established and that the community is highly supportive has been documented. Indications are strong that such a program is viable within the community and that there continues to be expanding opportunities for skilled Social Workers.

III PROPOSAL TO CREATE A GRADUATE SOCIAL WORK PROGRAM

This proposal is for the implementation of a collaborative social work program to address student, agency, and professional needs identified in this region. In doing so, SUNY Brockport and Nazareth College would be setting the direction for social work education in response to future demands and educational opportunities offered by the academic and practice community.

Graduate study in a collaborative program involving two colleges with several community partnerships will provide an opportunity for interprofessional education enhanced by the interdisciplinary contributions possible from each of the schools. The idea is innovative and fits the direction of both the State Education Department and the Council on Social Work Education in supporting programs that are unique and meet the commitments of universities to address the needs of the region and community.

The proposed program will serve the Regents Region of the Genesee Valley including Rochester; this region is located between the Western Region, which includes Buffalo, and the Central Region which includes Syracuse. Only Roberts Wesleyan College offers a graduate program of social work in this 11 county region extending from Lake Ontario to the Pennsylvania State line. (The Roberts Wesleyan program which began in 1995 was designed to serve a national constituency drawing on the undergraduate programs of the Coalition of Christian Colleges and Universities.) A new program would add additional educational opportunities to Social Work students in this part of New York State.

The key elements of the proposed graduate program in social work include: (1) a collaborative initiative in which sponsoring institutions contribute equally to and receive in proportionate measure from a Graduate Social Work Program; (2) institutional oversight of the program by the two sponsoring institutions through an Institutional Oversight Committee; (3) a centralized location in urban Rochester where classes will be held and where the Program Director, Field Coordinator, faculty and support staff, will be available to students. Innovative relationships with other academic programs located in the area will optimize student access to library, audio-visual, and computer resources; (4) a bi-institutional degree granted to students; and (5) a tuition rate that is set for the Social Work Graduate Program independent of existing rates of the sponsoring institutions.

Operating as a collaborative provides the structural basis for developing integrated approaches to education. This model promotes: innovations gained through resource sharing by the colleges and departments; generation of new knowledge gained through interprofessional and crossdisciplinary methodologies; opportunities for increased integration between sponsoring institutions and practitioners in schools and other agencies, and inter-organizational partnerships; enhanced recruitment of minority populations and the related impact of historically-underrepresented students on instructional content and process; new knowledge and technologies regarding family support and preservation, community and economic development, and school reform, etc.; new knowledge and technologies in the area of the delivery of psychosocial services in the health care delivery system.

In addition, there are several benefits that accrue specifically to the participating institutions: the program will promote the community focused mission of each institution by serving the region with

community interprofessional partnerships in child welfare, mental health, and health care; the curriculum at the graduate level will be integrated with the undergraduate curricula at the two institutions, thus leading to better prepared practitioners; students in the MSW program will utilize the resources at both schools for the purpose of completing specific concentrations; as appropriate in each of the participating institutions, the social work faculty would have opportunities to teach in the graduate program. Such opportunities will lead to faculty enrichment, and the preparation of a larger pool of potential faculty to teach in the graduate program; the master's program will provide a rich resource for faculty research; the collaborative master's program will receive national recognition as an innovative educational project with a community partnership emphasis in its academic and practicum preparation of students.

A. MISSION OF THE NEW PROGRAM

Consistent with the missions of Nazareth College of Rochester and SUNY College at Brockport, the graduate social work program affirms the social work tradition of promoting the empowerment of all groups of people to achieve social justice and equality. The primary goal is to enhance the quality of life of individuals within the community through social work teaching, research, scholarship, and service. The program's educational commitment is to prepare social workers to bring about individual, family, group, community, and societal change to improve the lives of people, particularly those who have been oppressed and/or disenfranchised. The program will prepare competent, ethical, and culturally sensitive social workers with an appreciation of human diversity who are committed to planned social change and the empowerment of oppressed populations.

B. THE SOCIAL WORK CURRICULUM

The curriculum in the new program reflects the visions and missions of the institutions and the social work profession. Under the revised curriculum policy statement of the CSWE there are new opportunities to develop creative approaches to social work education. There appears to be an invitation on the part of the CSWE Commission on Accreditation to develop integrative approaches to social work practice that provide more of an emphasis on interdisciplinary/interprofessional linkages with other professions and community resources.

Faculty will be responsible for delivery of a core of MSW courses in the five required sequences of practice, research, social policy, human behavior and the social environment, and field instruction, as well as some elements of two concentrations. Existing graduate courses in other departments at the two institutions may be utilized by MSW students to build an effective area of specialization with the appropriate social work focus. For example, student's might elect to enroll in a public administration course, or a specific group course through the counselor education department. There will be an emphasis on students developing a strong sense of social and economic justice, as well as other traditional social work values. Education in the field of human diversity is another essential element of the curriculum directed toward acceptance, and developed knowledge values and skills in working with diverse populations.

It is necessary for MSW students to participate in a field practicum that will enable them to become effective members of teams and not solo practitioners functioning in isolation from other professionals. Therefore, as much as possible, field practica are structured in a way that social

work students supervised by MSW professionals will work closely with other service professionals, such as nurses, physicians, physical therapists, special educators, teachers, psychologists, counselors, psychiatrists, community organizers, politicians, child welfare experts, etc. Internships will be structured to include experiences that "fit" the vision of the partnership concept. Students will also be educated to become politically sophisticated in addressing legislative policy and administrative issues of the human service sector.

The regular program will be a 60 credit hour two year program for full-time students and a 60 credit hour three or four year program for part-time students, with a minimum of 1008 hours of required field instruction. For students who qualify for advanced standing, the program will require 39 credit hours, with a minimum of 500 hours of required field instruction. The curriculum outlines for the two year and the advanced standing programs are shown in Appendix A. Modified programs are planned appropriately for part-time students.

Two interconnected concentrations are being considered: "Interdisciplinary Health and Mental Health Care Practice" and "Family and Community Enhancement." These two areas of specialization would address the needs of students and agencies as indicated in the feasibility study, and would promote the new emerging models of university and community collaborative partnerships.

Admission to the program

General admission requirements are similar to existing graduate programs at Nazareth and Brockport.

- (1). A Bachelor of Arts or Science degree from an accredited college or university with a minimum overall GPA of 3.0, and at least a "B" average in the undergraduate major.
- (2) An academic course of study reflecting a liberal arts perspective with at least 20 academic credits in the social and behavioral sciences.
- (3) An introductory course in statistics, and human biology taken within the past five years. (The human biology and statistics course must be completed before a student can enroll in the MSW program. No credit for these courses will be allowed toward the 60 credits required for the MSW degree.)
- (4) Prior paid or volunteer experience in social work or related services.
- (5) Three letters of reference
- (6) Submission of a personal statement
- (7) Familiarity with a basic level of computer technology.
- (8) Personal qualifications considered essential for sound social work practice including: concern for the needs of others, regard and sensitivity to cultural diversity, good judgement, creativity, integrity, and a serious commitment to the profession of social work with the capacity to engage in professional self-awareness.

IV. PROPOSED ORGANIZATIONAL STRUCTURE

The collaborative nature of the program being proposed calls for an innovative organizational structure that accommodates two separate institutional structures. At the same time, the program must maintain a degree of autonomy in order to meet CSWE accreditation guidelines. Because the interests of two colleges are involved, the organization, governance, and resources of this program are monitored and coordinated through an oversight committee of institutional representatives and the chairpersons of the social work departments of the sponsoring institutions. This group holds governance and administrative responsibilities for the program on behalf of the respective institutions. The Director of the MSW Program carries a central role in developing, with her/his faculty, all aspects of the program, namely: budget, curriculum, governance, recruitment, retention, promotion, and tenure of personnel and staff, as well as physical resources. Because the participating institutions vary in their organizational structures and administrative/academic/personnel policies and procedures, the Director must, necessarily, maintain liaison with the representatives of the two colleges in the management of the program. Personnel and curriculum matters, for example, will be presented through the Social Work Department Chairpersons (in consultation with the Director) to the appropriate bodies within the respective institutions.

The Director will report to the Chairpersons of the two Social Work Departments who will oversee the evolution, programmatic oversight, and continued enhancement of the Graduate Program and will approve programmatic changes. The Chairpersons will also have responsibility for recruitment and evaluation of the Director of the Graduate Program and make recommendations for his/her faculty advancement, professional development and annual salary. The Chairpersons will also jointly review and recommend approval of the Graduate Program mission and vision statements, long range plan, funding development plan, curriculum, academic policies. Presentation of these matters will be made to the Institutional Oversight Committee for review and approval. Emergent academic, financial, legal and operational problems within the Graduate Program which cannot be resolved through the resources of the faculty and Director will be addressed by the Chairpersons.

Institutional Oversight Committee

This committee is appointed by the Presidents of the participating colleges. Its membership consists of academic vice presidents, deans, or other designated appropriate representatives. It will meet on a regular basis, and can be convened as indicated to review and consult on matters of importance. The Chairpersons of the Social Work departments in each of the sponsoring institutions are ex-officio members of this group.

Functions of the Institutional Oversight Committee include:

1. Representation of the philosophy and academic standards of the participating institutions within their oversight of the Graduate Program.
2. Provision of consultation/advice on various aspects of the Graduate Program to the Department Chairpersons.
3. Facilitation of access to institutional resources in support of faculty recruitment, promotion and tenure; academic productivity; and related activities such as development and

- public relations.
4. Review and approval of the Graduate Program's mission and vision statements, long range plan, funding development plan, curriculum, academic policies and annual budget.
 5. Review and approval of recommendations to their respective institutions for faculty appointments and reappointments within the Graduate Program.

Director of the Graduate Program

This individual is an academically qualified social work professional recommended by the Chairpersons of the Social Work Departments in the sponsoring institutions in consultation with an appropriately constituted Search Committee.

The Director holds an academic appointment at one of the sponsoring institutions (selected at his/her discretion). His/her faculty appointment is confirmed through routine academic procedures of the appointing institution. This appointment yields to him/her the benefits, rights, and obligations of faculty membership at the institution of choice. The appointment does not render the Director more accountable in any particular way to the Chairperson of his/her "home" Social Work Department for the operation of the Graduate Program; accountability is maintained to the Chairpersons of the two Departments.

Functions of the Director of the Graduate Program include:

1. Participation, with the appropriate Department Chairperson, in the recruitment and recommendation of academic appointment for faculty whose workload will include assignments in the Graduate Program.
2. Evaluation of faculty performance on an annual basis. These evaluations will be submitted to the appropriate Department Chairperson for review and processing in accordance with the procedures of the institution.
3. Development of promotion, tenure and annual salary recommendations for faculty of the Graduate Program. Presentation of these recommendations to the appropriate Department Chairpersons for review and processing in accordance with the procedures of the institution.
4. Development of appropriate academic, operational and financial policies for the Graduate Program. Presentation of these policies for review and approval by the two Department Chairpersons.
5. Development of the annual operating budget for the Graduate Program. Presentation of the budget to the two Department Chairpersons for review and approval.
6. Oversight and management of all academic, personnel, financial and planning operations of the Graduate Program.
7. Creation and maintenance of appropriate academic committees, meetings and materials required for the ongoing operation and enhancement of the Graduate Program.
8. Contribution to the teaching program in his/her area of academic expertise.

Faculty

Faculty whose workload will include assignments in the Graduate Program will be recruited by the appropriate Department Chairperson's and Director of the Graduate Program. Faculty will be

appointed through routine academic procedures of their "home" institution. Faculty will maintain functional relationships with both the Director of the program and their particular "home" institution. Each sponsoring institution will be responsible for the recruitment and hiring of its proportional share (one-half) of the faculty positions needed to support the Graduate Social Work Program. Each institution subsequently functions as the institution of reference for its faculty members. These faculty members enjoy all of the rights and privileges accorded to all other faculty in the "home" institution.

In each of the sponsoring institutions, the faculty members assigned to the graduate Program are part of the larger faculty group of the Social Work Department. As faculty members of the Social Work Department of their "home" institution, these faculty members participate in faculty meetings and assist in the fulfillment of the institutional and departmental missions through participation on select committees and tasks force.

Faculty members who are assigned to the Graduate Program are directly accountable to the Director of the Graduate Program for their performance as it pertains to the Graduate Program, and through him/her to the two Department Chairpersons. Professional development, annual performance evaluation and academic productivity is ensured through their reporting relationship to the Director of the Graduate Program. In addition, the Director through the mechanism of the Graduate Program committee structure, coordinates the development of promotion and tenure recommendations as appropriate for each faculty member. These recommendations subsequently are presented to the appropriate Department Chairperson for consideration and processing in accordance with the procedures of the institution.

Faculty members whose workload will include assignments in the Graduate Program engage in teaching, curriculum and program development, research, and service. In addition to the normal responsibilities of faculty at the "home" institution, faculty will also provide core program support activities, such as student advisement and committee work. Faculty activities are determined in accordance with faculty appointments, the needs of the program and special competencies of the faculty.

Community Advisory Council

An Advisory Council will be comprised of leaders from the civic and business community, representatives of social work agencies in the region, and other community leaders. The Council will be advisory to the Program Director. The Advisory Council will assist with assessment of the Social work educational needs within the region, program development, field placements and curriculum matters, selected policy matters brought forth by the Director, and identification of existing/future financial resources (grants, etc.) resources for the program.

Program-based and Institutional Functions

Program-based functions include: recruitment; marketing; faculty appointment committee; admissions and student advisement; and registration. Functions to be carried out by sponsoring institutions or systems include: student records and transcripts maintenance; maintenance of accounting system (collection and disbursement of funds); financial aid services; and library (Monroe County Library System)

Staffing of the Social Work Program

The MSW program will require a full time staff consisting of the following positions: a director (one-third faculty responsibilities and two-thirds administrative responsibilities), six full-time faculty members (including the Director of Field), two records and admissions clerks, and one secretary. The program will require a staff consisting of the following part-time positions: accounting clerk, financial supervisor (possibly from one of the participating schools), and part-time faculty (from the community and the two participating schools).

Facilities/Resources

The graduate program will be housed at the Metro Center on the sixth floor of the old Sibley's building. This is the new space for Brockport's downtown programs and course offerings. Plans for Social Work program space include; faculty offices, program reception area, support staff space, equipment space, and shared classrooms.

Library Resources: Plans include computer connection to both Brockport and Nazareth library resources. Discussions have been initiated to house the graduate Social Work collection at the new Brockport space at Rundell Library. In addition, students will be issued id. cards that allow access to many of the area college libraries.

Computer Resources: Initial planning assumes use of the new 26-32 machine computer lab being set up at the new facility. Students will have computer accounts that will allow access to both Nazareth and Brockport campus computer facilities.

V. PROJECTED ENROLLMENTS, REVENUES, AND EXPENSES

Appendix B presents five-year enrollment projections for the program. By the fourth year of operation, the total enrollment is expected to peak at 139 full and part-time students. Preliminary tuition revenue projections reach \$1.5 million by the fourth year. In that same year, direct expenses are projected to be \$0.85 million, generating an operating surplus, exclusive of indirect expenses at the two institutions, of \$0.65 million. Initially all direct expenses will be covered by newly appropriated monies from the two Colleges. SUNY Brockport and Nazareth College will equally fund the operating expenses for these two years of program operation with student tuition revenue flow beginning fall of 1997.

Tuition revenue generated by the program is projected based on the following assumptions:

(a) tuition will be about \$12,600 per academic year in 1997-98 and will increase approximately 5% per year; and (b) the program will enroll 16 new full time and 16 new part time students each year beginning in 1997-98, for the full 60 credit hour program; and 18 new full time and 18 new part time students admitted with advanced standing, beginning in 1998-99 for the 39 credit hour program. This will result in total enrollments as shown in Appendix B.

This program proposal has faculty senate support at Nazareth College, and has received approval from the Nazareth College Board of Trustees. The administration at SUNY Brockport has identified this program as a budget priority for the next two years, realizing new graduate student FTE's resulting in a financial surplus from the program in year three. The program now awaits Brockport Faculty Senate approval, and will then move into the formal process for approval from SUNY Central and the State Education Department.

Appendix A

Regular Admission: Two Year Program (four semesters) Cumulative Total Credits: 60

First Semester: 15 cr.

Hist. & Phil. of SWK	(3)
Social Welfare Policy	(3)
HB & SE I	(3)
SWK Research I	(3)
SWK Practice I	(3)

Second Semester: 15 cr.

HB & SE II	(3)
SWK Practice II	(3)
Field Practicum I & Seminar I	(5)
SWK Research II	(3)
Special Topics/Contemporary Issues	(1)

Third Semester: 15 cr.

SWK Practice III (Conc.)	(3)
Adv. Social Welfare Policy (Conc.)	(3)
Field Practicum II & Seminar II	(5)
SWK Concentration I	(3)
Special Topics/Contemporary Issues	(1)

Fourth Semester: 15 cr.

SWK Practice IV (Conc.)	(3)
SWK Concentration II	(3)
Field Practicum III & Seminar III	(5)
Special Topics/Contemporary Issues	(1)
Thesis	(3)

Field Internship: Three day field placement (8 hrs/day) - 14 weeks - three semesters: 1008 hrs.

Advanced Standing Admission: Full Time (three semesters) Cumulative Total Credits: 39

Summer Session: 9 cr.

History and Philosophy of Social Work	(3)
SWK Practice II	(3)
SWK Research II	(3)

Third Semester: 15 cr.

SWK Practice III (Conc.)	(3)
Adv. Social Welfare Policy (Conc.)	(3)
Field Practicum II & Seminar II	(5)
SWK Concentration I	(3)
Special Topics/Contemporary Issues	(1)

Fourth Semester: 15 cr.

SWK Practice IV (Conc.)	(3)
SWK Concentration II	(3)
Field Practicum III & Seminar III	(5)
Special Topics/Contemporary Issues	(1)
Thesis	(3)

ORIGINAL PROJECTION:

- o Assumes tuition revenue at \$12,600 for First Year
- o Assumes reduced planning year expenses

Revenue and Expense Projections for Collaborative MSW Program

	Planning Year 1996-97	Year I 1997-98	Year II 1998-99	Year III 1999-00	Year IV 2000-01	Year V 2001-02
Revenues (tuition/state subven.)	\$ 0	\$293,580	\$1,027,840	\$1,293,980	\$1,501,717	\$1,574,213
Expenses:						
Non-Personnel	\$89,000	\$89,850	\$138,723	\$124,519	\$145,340	\$141,087
Personnel	\$105,855	\$406,230	\$587,758	\$631,383	\$710,560	\$738,875
Total - Expenses	\$194,855	\$496,080	\$726,481	\$755,902	\$855,900	\$880,762
Net Revenue (Expense)	(\$194,855)	(\$202,500)	\$301,359	\$538,078	\$645,817	\$693,451

Rev 5/9/96

C. PROPOSED COURSE DESCRIPTIONS

History and Philosophy of Social Work (3)

An introduction to the history of social welfare and its relationship to the development of the Social Work profession. Students will be oriented to the philosophy and value principles of Social Work.

Human Behavior and Social Environment I (3)

Normal physical, social, and emotional development throughout the life cycle will be examined. Emphasis will be placed on the influence of culture, ethnicity, and community, utilizing a systems theory perspective.

Human Behavior and Social Environment II (3)

The student's knowledge of human behavior will be extended through an examination of human functioning in families, in groups, in the community and in organizations. Emphasis will be placed on understanding adaptive and maladaptive patterns in each context.

Social Welfare Policy (3)

An introduction to the primary areas of federal and state human service legislation. Requires students to analyze the provision of human services within a political, economic, and social perspective with a view to create systemic changes.

Advanced Social Welfare Policy (Family and Community Enhancement Concentration) (3)

A review of current human service legislation related to the enhancement of families and communities. New partnerships among human service agencies, schools, and universities will be emphasized in the evaluation and development of human services for families and children within an interdisciplinary, preventive environment. Students will conduct an indepth analysis of a selected policy and will describe the impact of the policy on the delivery of services.

Advanced Social Welfare Policy (Interdisciplinary Health Care Practice Concentration) (3)

An examination of health policies, legislation, and regulations, and their

impact on health care delivery systems. Attention will be given to emerging issues in health policy such as universal access, minimum benefit plan, health care rationing and the role of government in the administrative and contour of health care systems. Students will conduct an indepth analysis of a selected health care policy and describe the impact of the policy on the delivery of health care services.

Social Work Research I (3)

This course is designed to provide the student with a basic understanding and appreciation of the research process in order to strengthen conceptual knowledge and use of research in social work practice. Emphasis will be on an introduction to the theory and practice of social research and the application of the scientific method to social work practice.

Social Work Research II (Concentration) (3) Practice Evaluation

This course teaches students the use of single-system evaluation methods to assess the effectiveness of service provision. These methods require systematically collecting and analyzing client information throughout service delivery, and using this information to guide decision making.

Social Work Research II (Concentration) (3) Program Evaluation

This course applies the techniques of scientific methods to assess program design, program implementation, and program effectiveness. A framework for the evaluation process is presented that allows students the opportunity to learn evaluation procedures applicable to their field internship.

Social Work Practice I (3)

This course introduces the student to the basic social work knowledge, values and skills for generalist social work practice with individuals, families and groups, communities, and larger societal systems. Emphasis will be on the processes of social work practice, interviewing, and development of counseling skills, in the context of social work ethics.

Social Work Practice II (3)

A continuation of Social Work Practice I, taken in the foundation year and concurrent with Field I and Seminar I. Emphasis is on social work practice with groups and organizations and the development and

application of intervention strategies. Particular focus will be on group theory, group skills, and group dynamics.

Social Work Practice III (3)

Concentration specific and concurrent with Field II and Seminar II. This course provides an overview of theory and methods of intervention with individuals and families.

Social Work Practice IV (3)

Concentration specific and concurrent with Field III and Seminar III. Advanced social work knowledge, skills and values will be applied in working with communities and organizations.

Field Practicum I and Seminar I (5)

Taken in the Spring semester of the first year and concurrent with Practice II; on-site field experience with social work supervision. Students complete 24 hours per week for 14 weeks for a total of 336 hours. On-campus seminars taken concurrently with the practicum assist the student in the integration of theory and practice in their placement experience. Faculty instructor for seminar serves as faculty liaison for placement.

Field Practicum II & III and Seminar II & III (5 credits each semester)

This Course provides advanced learning and practice relevant to specific concentration areas under the auspice of social work supervision. Students complete 24 hours per week for 28 weeks, over two semesters, for a total of 672 hours. On-campus seminars taken concurrently with the practicum assist the student in integration of theory and practice to their specific internship experience. Emphasis is on refinement of social work skills and the integration of the personal with the professional self. Faculty instructor for Seminar serves as faculty liaison for placement.

Social Work Family and Community Enhancement I (3)

Family and Community Mental Health - Examines new mental health legislation related to families and children in order to implement and develop concepts and strategies in service to these populations. Students will have contact with related disciplines in the development of these

models.

Social Work Family and Community Enhancement II (3)

Family Empowerment and Advocacy - Examines social justice principles as the foundation for promoting the enhancement of families and children in a diverse society. Students will learn strategies to advocate for populations disadvantaged by their race, gender, class, etc.

Social Work Interdisciplinary Health Care I (3)

Advanced social work practice knowledge, skills, and values will be applied to individuals, families and groups served through health health care delivery systems. There will be a particular emphasis on interdisciplinary models of prevention, health promotion, critical care, primary care, and speciality care for vulnerable populations in urban settings.

Social Work Interdisciplinary Health Care II (3)

Selected aspects of health care practice will be explored in more depth. There will be a specific emphasis on exploring ethical issues in health care and developing strategies for promoting social work values in interdisciplinary health care settings.

Special Topics/Contemporary Issues (1)

Exploration and discussion of special topics in social work not covered in the curriculum will be offered during the academic year. Topics will vary and may change from year to year depending on the interests of students and faculty.

Thesis (3)

The thesis required of all students is an independent research or scholarly project in an area of interest to the student. Each student will be monitored by a faculty member through individual and group advisement. The thesis will provide an opportunity for students to individually apply directed research activities.

BROCKPORT

State University of New York
College at Brockport
350 New Campus Drive
Brockport, New York 14420-2957

Dean, School of Professions
(716) 385-2510

October 17, 1996

TO: Faculty Senate Graduate Curriculum and Research Policies
Committee

FROM: Diane Elliott *DE*
Interim Dean, School of Professions

RE: MSW Program

The School of Professions at SUNY Brockport supports the development of a collaborative Master's degree program in social work. The concept fits the direction of both the State Education Department and the Council on Social Work Education in supporting programs that are innovative and address the needs of the region.

Graduate study in a collaborative program involving two universities provides a unique opportunity for interprofessional education. This program will enable a student to move through an entire educational continuum in Rochester from a two year college, such as Monroe Community College, through an accredited four year BSW program such as the SUNY Brockport or Nazareth program, to completion of graduate social work education. Within the MSW, the second year concentrations (Family and Community Enhancement and Interdisciplinary Health and Mental Health Care Practice) will require graduate courses that are already in existence on the two campuses. MSW students will enroll in those courses with students in other disciplines. At the present time, there is sufficient capacity to accommodate MSW students in these courses within existing resources.

The expected impact of the proposed program on the two colleges is a highly positive one. The proposed program will promote the community service mission of each institution by serving the region with community and professional partnerships in Child Welfare, Mental Health, and Health Care. A significant outcome will be the preparation of more highly qualified practitioners and a larger pool of potential faculty. As appropriate in each of the participating institutions, the Social Work faculty will have opportunities to teach in the graduate program. These opportunities will lead to faculty enrichment and provide a rich resource for faculty research.

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SUNY Brockport will benefit in other ways from the MSW program. The college has projected a modest decline in graduate enrollments over the next five years. The implementation of this program will help offset any such decline. In addition, this program is expected to generate revenues in excess of expenses by the third year of operation, thus serving as a source of additional monies.

Finally, the collaborative graduate program will bring national recognition to Brockport since it is the first MSW program cooperatively offered between private and public educational institutions in the country.

It is a pleasure to express my strong support for this venture.

wla